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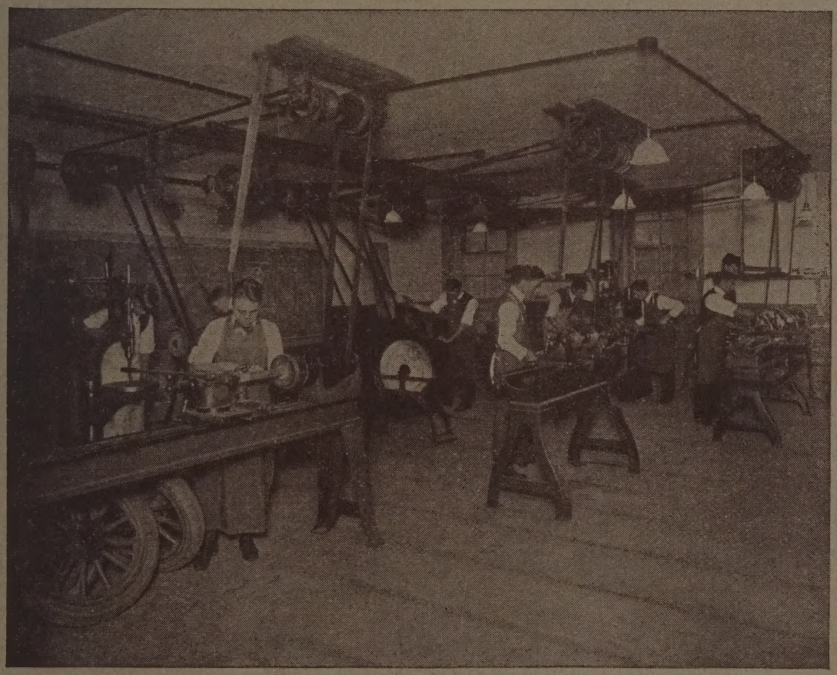

TOLEDO UNIVERSITY

FOR AN EDUCATION THAT FITS FOR MODERN LIFE

UNIVERSITY OF ILLINOIS
NOV 30 1914
PRESIDENT'S OFFICE

NOVEMBER

1 9 1 4

Don't Waste Your Evenings

Spend Them Wisely and the World Will Give Up To You Whatsoever You Shall Want Of It

The Industrial College of Toledo University

offers work in the engineering school for the boys and men of this city who want to do better.

The work in the industrial school begins November 1st. Classes meet Tuesday, Wednesday and Thursday evenings. A student may take any one or any number of courses. Fee returned to all who complete course semester they enter.

To register for evening work clip the following coupon, check the courses you want, sign and mail to Dean Cullimore.

DEAN ALLAN R. CULLIMORE
Toledo University

Toledo, O., October_____, 1914

DEAR SIR:—

I have checked (√) the evening courses which I have decided to take, 1914-15.

	Shop Mathematics		Theoretical Hydraulics
	Advanced Shop Mathematics		Elementary Structures
	Plane Trigonometry		Calculus
	General Physics		Reinforced Concrete
	Slide Rule		Practical Algebra
	Valve Gears		Bridge Design
	Machine Design		

Address

Signed

TOLEDO UNIVERSITY RECORD - HERALD

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A Record *of a* Busy Present
A Herald *of a* Busier Future
In *the* Service *of* Toledo

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UNIVERSITY BUILDING

ELEVENTH AND ILLINOIS STREETS

The College of Industrial Science

By Dean Allan R. Cullimore.

The question of education in general and technical and industrial education in particular is one which is being discussed at present very freely and very widely. We see articles in the popular magazines on "Why Our Colleges Fail" and "Why Our High Schools Fail." From the popular point of view something has been the matter and very much the matter. The cry has been that colleges did not give men education that was real and education that helped. The great contention has been that "my education never really did anything for me but give me a false impression of my own knowledge."

A technical or industrial school is a particular kind of college and is open to the same attack and justly so. The question we are most often asked is "WHAT DO YOU GIVE A MAN WHICH HE CANNOT GET IN THE WORLD OF ENGINEERING OR INDUSTRY AND HOW IS THIS EDUCATION TO HELP A MAN?"

Last winter the writer visited many of the foremost technical schools in the country in order to familiarize himself with the ideals and the ideas which characterized them. Toledo is an industrial city, and so industrial cities were visited. Pittsburgh, Cincinnati, Philadelphia, New York and Boston. The colleges in these cities offered two classes and two **very distinct** classes of work. The regular engineering work leading to an engineering degree which requires four or five years for completion; and evening work along industrial and technical lines for which no degree is granted and which has for its object the development of the man along some particular branch of industry or engineering.

The regular engineering work leading to a degree and pursued for four years in daytime classes is in all these institutions practically the same proposition, a very thorough mental discipline and drill in broad fundamentals. This sort of work has proved its worth in the last fifty years as a list of its graduates will show.

There are, however, three real problems connected with this work. How can we develop a sense of real responsibility in the student? How can we weed out the misfits, the men who ought to be lawyers or doctors rather than engineers? How can we develop and broaden a man's mind in the humanities while we are making him specialize in one profession? Most of our large universities and colleges are answering these questions in one way or another. Some have been notably successful; some have failed and are failing utterly. In the College of Industrial Science of Toledo University we are answering these questions, not after little pet theories of our own, but with knowledge of what others are doing and thinking along the same lines.

We try to develop a sense of responsibility by holding a man personally responsible for his results; by approaching as nearly as possible the conditions in outside practice. Mistakes in engineering practice are costly. They cost dollars and cents. So we try to make mistakes as costly as we can. We try to make every student understand thoroughly that the worth of his work lies in its freedom from mistakes. We instil the idea that mistakes are mortal in engineering.

We weed out the misfits by personal study of the student. We watch closely and continuously every man and every man's work. We try to get the education down to a real **personal** basis so we know just exactly what a man is, what he is

doing, what he is thinking and how he does it. Then we frankly tell him where he fails and where he will fail in the future. We believe most strongly that a man should be put straight as early in life as he can. To most boys time is money and we do not care to train lawyers in our Industrial School. It seems harsh to tell a man he is not fitted for work with us, yet it is only fair to him in the long run.

We make a continued effort to show a man that an engineer in the true sense of the word must be a broad gauge man. We distinguish between the draftsman and the engineer. By an engineer we mean a man who has ideas and can see them and who has the requisite technical knowledge to work them out and make them. Imagination is a prime requisite in engineering of the best and highest type. We call Theo. N. Vail a great engineer. We thought George Westinghouse a great engineer. Men with wide interests, high ideals and great imaginations make great engineers. So we force men to take English Literature, History and Foreign Language because we know such studies go to develop a **big** man.

In the night work, of course, the same general conditions hold and the same questions come up for settlement. They are settled in much the same way. But in the night work we find a curious situation. The classes in all the schools and colleges are full at the beginning of the year and slowly the students drop away until at the end of the year none are left. Some schools have gone so far as to drop night work for this reason and yet they will tell you that in the fall the enrollment is tremendous and there seems to be a call for that kind of work everywhere.

We used to blame it on the teacher and then it was blamed on the kind of work offered and lastly it was blamed on the student himself. Yet in some schools night work was a splendid success. Take for instance the night work at Carnegie Tech in Pittsburgh, in Pratt Institute in Brooklyn, in Cooper Union in New York, and in the Howell School in Boston.

How many men finish correspondence courses? These courses are good, the books are excellent, but what percentage of men actually complete their work. Men who study at night cannot approach their work with the same spirit as a man does who studies during the day. He is tired when he comes to class. He has already done a day's work; being tired he is easily discouraged. What the student needs is enthusiasm; he must understand that it is all worth while; he must be encouraged. He is perhaps skeptical as to the value of some of the dry as dust methods of the old school. Interest must be awakened—a real deep personal interest.

The average student feels himself one of fifty unfortunates who are dealt with according to rote, as prisoners are ushered into cells in our penitentiary. There is no appeal to the **man** who is trying to learn, the **man** who gives up his pleasures so as to advance in his industry or his profession. It is so cold, so matter of fact, so lacking in sympathy, so inhuman. The teacher doesn't understand what I want; he doesn't know or care what **my** case is. The teacher talks to the average student—and there is never any such being. This is all wrong.

The secret of night classes which accomplish anything real lies in the personal element—the personal feeling between scholar and teacher. This means small classes and personal work—and deep personal work. One teacher cannot teach fifty students. A man complains in mechanical drawing that the teacher doesn't speak to him more than once a month. There isn't enough of the teacher to go around. You can lecture to a hundred and fifty doctors of science on physio-

logical chemistry and hold their interest and attention, but you can't do it with boys and girls in elementary classes. There is a difference. At the bottom of such teaching lies personality and character rather than knowledge and technical skill.

These are some of our problems, the problems we have in common with all institutions, and this is the way we are trying to solve them. And now just a word of what we have to offer. We are giving the first two years complete in four branches of engineering, Civil, Mechanical, Electrical and Metallurgical. We believe that we can give those two years as well and as thoroughly as any school in the country. Further, because our classes are small we believe that the average student learns more than he does where classes are larger.

If it is worth anything to a boy who wants to take engineering to stay in Toledo for his first two years we believe Toledo University will appeal to him.

The night courses appear elsewhere in this paper and we believe that very many in Toledo can profit by such courses.

Toledo University and the College of Industrial Science as a part of it, is supported by the City of Toledo; it belongs to the people of Toledo. You should avail yourself of the opportunity offered.

Law as a Profession

By A. A. Swartz,
Secretary of The College of Law.

There are few professions more ancient and honored than the legal profession. None offers greater rewards. A knowledge of law added to business ability and industry opens innumerable possibilities to an energetic and ambitious person. A knowledge of law and its principles is invaluable to every person and is of assistance to every man who hopes to rise above mediocrity.

Equipped with a legal education a business man is at a great advantage over his competitor. Gradually there comes to him that feeling of assurance and self-confidence that is only felt by the man who knows—and knows that he knows. Persons, therefore, willing to make a little sacrifice may increase their efficiency and thereby fit themselves for more effective and remunerative employment.

Since classes in the Department of Law of Toledo University meet on Monday, Wednesday and Friday evenings from 7 until 9 o'clock, clerks in various business houses, persons in public service, school teachers, and all persons who are engaged during the day are enabled to avail themselves of the privilege of this department.

Many persons have yearned for a future—have grown impatient with the barriers that seem to hold them to a narrow sphere of life—when they heard of the brilliant career of an acquaintance whose capability was known to be no better than theirs.

Success is merely developed opportunity—but opportunities can be made. Many persons look back and regretfully wish they had taken advantage of opportunities that once knocked and lay at their door.

The Law Department of Toledo University offers to the general public the opportunity to come in and take any one or more subjects that they may desire and which will help to qualify themselves for their particular line of business. A complete law course is offered. No graduate has ever failed to pass the Ohio bar examination. No high school education is necessary to entitle a person to take law in the University.

Knowledge of law is necessary to the success of any business man, even though he may never care to practice the profession. Many efficient business men have lost their most valuable possessions through a lack of knowledge of the fundamentals of law, such as drawing of contracts, giving and receiving notes, or failure to understand the rights and liabilities of a director or stockholder of a private corporation.

Be a lawyer. It is a safe and permanent investment.

Library Gifts and Facilities

By Benjamin R. Mallary.

Librarian and Instructor in Economics.

Recent gifts to the reference library of Toledo University increase the total number of books now available to the students to 300. It is hoped to still further increase the volumes available by a new plan just put into effect. The University librarian is buying all the books used by the students this year, and the profits from the sale of these will be used to buy other books.

Recent donations to the library were received from Mr. W. W. Farnsworth, of Waterville, and Miss Nellie R. Rowen, of Toledo. The former gift consisted of two volumes on International Law and the latter, a thirty volume set of world history. Perhaps there is no better way of showing loyalty to the University than by increasing the library by the gift of some useful books. Plans are under way for giving some form of recognition to all past and future donations to this department.

Several members of the faculty have shown a willingness to allow the University students the privileges of their private libraries. In time, means may be provided for arranging shelf space in the University Building for these books. Professor Pimenta of the Modern Language department has turned his private subscription to a number of French, Spanish and Canadian newspapers and periodicals over to the library for student use.

The library at the present time is a regular subscriber to about thirty monthly and weekly periodicals, many of them devoted to the work of the separate departments of the University. A number of the members of the class in education have given their educational journals to the Library, for use of the student body.

Overland and Standard Garage Gifts

The Willys-Overland Company, through its Vice-President, Mr. Jameson, has presented to the College of Industrial Science of the University one complete Overland Engine Model 69, with carburetor and magneto complete. The Company has also donated rough castings for the entire engine. These castings will be finished by the class in machine-shop work and assembled, using the complete engine as a pattern. The College of Industrial Science is greatly indebted to the Willys-Overland Company for this material which is impossible of duplication; and adds very materially to the interest and value of our course in machine-shop practice.

The College of Industrial Science has also received from the Standard Garage Co., a two-cylinder Buick automobile for use in the Machine Shop, and in addition some rough castings from the Ensign Foundry Company after plans and drawings of Mr. Pilliod.

We are extremely pleased with the spirit of co-operation shown by these companies. It means much to our college.

Some Ways Loyal Toledoans May Help the School of Industrial Science

By Dean A. R. Cullimore.

The people of Toledo can help the work of the College of Industrial Science very materially by donations of:

Books on engineering or technical subjects.

Bound volumes of engineering magazines or periodicals.

Bound volumes of engineering reports.

Samples of ore or minerals of local occurrence.

Machines for wood or metal working.

Small machine and hand tools.

Lumber, castings or piping, tubing, etc.

Small working models of generators, engines, etc.

The College of Industrial Science must equip in the next few years a Hydraulics, Testing Materials and a Metallurgical Laboratory. Donations of machinery or apparatus for this purpose are greatly needed. The University at present supports a Physics, a Chemistry and a Biological Laboratory, in addition to a well equipped machine shop. These laboratories and shops are constantly using material and tools are being broken and replaced. Every year we add to our equipment as our finances permit. There is much machinery in Toledo not in use which would prove very valuable to us for purposes of instruction. May we therefore ask that if you have any machinery or material which is not in use that you consider the advisability of either presenting it or loaning it to us.

We are serving the people of Toledo, and wish to serve them to the limit of our capacity. Just now the calls for instruction in drawing and machine-shop work are so great that they cannot be met. We can serve better with better facilities. We want your co-operation and help.

Who's Who in the College of Industrial Science

Allan R. Cullimore, Professor of Civil Engineering and Dean of the College of Industrial Science is a graduate of the Massachusetts Institute of Technology, Boston. He has had extensive practical training, having done work with the United States Coast and Geodetic Survey in Washington and Oregon; with the American Bridge Company in New York; with the Spuck Iron Company of St. Louis; as well as being Assistant Superintendent of Construction for the city of St. Louis. Prof. Cullimore accepted a position at the Summer School of the Massachusetts Institute of Technology during the past summer. Prof. Cullimore is a member of the Society for the Promotion of Engineering Education and several other well known societies. The professional training and experience of Prof. Cullimore has been such as to fit him to render unusually valuable assistance to Toledo University in its endeavor to increase the efficiency of its service to Toledo.

A. G. Starr, Assistant Professor of Mechanical Engineering, is a graduate of Columbia University. He has had many years' successful work in preparing men for entrance to Coopers Union in New York. Prof. Starr has just completed two years of instruction in practical industrial courses in Mechanical Engineering at Cleveland. He has been very successful in giving courses such as he offers in the College of Industrial Science this year.

O. R. Clutter, Professor of Chemistry, received his Bachelor's Degree in Philosophy at Grove City College and his Master of Science at Ohio State University at Columbus. He was professor of Chemistry at Albany College, Oregon, and instructor of Chemistry at Lehigh University, before coming to Toledo.

Oscar W. Irvin, Professor of Physics, is a graduate of the State University of Kentucky. He is a member of the American Physical Society, the American Association for the Advancement of Science, and the Ohio Academy of Science.

J. H. Rowen, Professor of Mechanical Engineering, is a graduate of the United States Naval Academy and has had twenty-five years' experience as an officer in the U. S. Naval Engineering Corps. In addition to his other work he has charge of the advanced shop work.

The Shop Equipment

By Prof. J. H. Rowen,

Commander, U. S. N., Retired. Licensed Master, Ocean Steamships.
Naval Architect and Marine Engineer.

The engineering department laboratory was outfitted during the winter of 1913-1914 with such machines and equipment as would provide means for giving to students the practical work usually given to engineering students of the freshmen and sophomore grades. The machines provided in this equipment are of the highest grade and of the most modern type. High grade lathes are used for ordinary work, but in addition there is one lathe that is fitted with every known modern appliance which is used to illustrate to students the possibilities within reach of such machines in the hands of expert mechanics.

The milling machine is one of the most modern machines on the market, and is supplied with all the attachments necessary for all the varied work possible on such machines. The milling cutters are being purchased as need for them arises.

The power tool equipment, besides the lathes and milling machines, comprises drill press shaper and grinder.

The power for the shop is obtained from a 15 H. P. motor of the 3 phase type. This motor is of the slow speed variety; its standard speed being 375 revolutions and is belted direct to the line shaft, which is designed to run at 187½ revolutions per minute. Each machine derives its motion from the line shaft through its own countershaft. This method gives the same result as the group drive for machines so much in vogue in large shops. The principle of independent and individual electric drive for each machine has been generally superseded by the principle of group drive.

Work benches with vises for both wood and metal work have been fitted and a sufficient outfit of hand tools for all classes of work is available to students.

The machines in the shop are utilized as illustrations of mechanisms as well as for shop work. The students are instructed in the mechanism of machines by requiring them to take the machines apart until every part of the mechanism can be observed; important features are sketched, and the machine, later assembled by the students and made ready for running.

It is the intention in the shop work to instruct students in the proper work to assign to each kind of machine and what the output of each such machine should be.

The Industrial Night School

By Dean Allan R. Cullimore.

The evening courses in the College of Industrial Science will open the week of November 1st. The general plan of the work follows that at Cooper Union and Pratt Institute in New York and Carnegie Tech in Pittsburgh.

There are in Toledo, as in all industrial cities, many men and boys who are at work in trades which require **brain** work as well as **hand** work. These men want to get as high as they can in their trade. Today there is only one way to reach the top. You **must** use your head.

The College of Industrial Science has one great object to accomplish. We teach brains to work. We teach them to work smoothly and quickly. Some brains work quicker than others, but we are interested in getting out all that there is, much or little. We are trying to develop power and efficiency in thinking.

We believe that a man's position and success depend largely upon his ability to think and reason accurately and quickly. It is not easy to teach this. It is not easy to develop a prize fighter from an invalid. There are many mental invalids. Mentally they can't deliver the goods. They are too weak. Sometimes such men wonder why things are getting ahead of them and why they don't advance. Most people are mentally lazy.

We choose a proper course of mental food and exercise for the brain. Then we increase the food and exercise until we have a healthy brain that can work and that isn't afraid of work. But we can't help a man unless he is earnest and sincere and wants to be helped. We don't know many men who were forced into being physical athletes either.

Some of our patients die; many decide after a short trial that it is easier to be an invalid than an athlete. They are right. It **is** easier. A few stick to business and come out on top. If it were just as easy to be a capable brainy man we would all be in that class. We are not because it takes work. Because we don't want to give up two nights a week in training and exercising. Because we hesitate to do anything we don't have to do.

Lots of men come to night school thinking they can soak up knowledge as a sponge soaks up water; they want to drink in knowledge. We can't somehow manage to teach a man baseball by lectures. He must do it. He must exercise the particular muscles he is to use in an actual game. Did you ever hear of a man learning to pitch by spending **all** his time indoors reading a book on baseball?

Yet many men want to learn how to be a first class machinist by reading a book on how it should be done. Men think it is very queer that you can't sit in a lecture room and learn Physics by listening. We used to teach in that way. There was only one thing wrong with the whole system and that was that it wouldn't work. Nobody really ever learned anything. They thought they did and it got them into lots of trouble. That kind of teaching developed the memory. Memory work is like a freight car; it can move if you push it, but it can't haul a train of cars. We want motive power and efficiency.

We teach men to be better machinists by teaching how to think along that line. We do not use Greek and Latin, but we use machines. We do not teach a man boxing by teaching him how to play tennis. So we teach a machinist by exercising his mind in mechanism and trigonometry rather than in Greek and Latin. It is easier to work with tools you know how to use.

Remember that we do not teach you facts alone, but how to use facts. The test of our education is—Does it work? We do not ask, and no man asks today what you know; he wants to know what you can use. He is not so much interested in how you do a thing. What he wants is the result as quickly as he can get it. This is what we teach.

Remember that our teaching is a business with us. A business which we have studied carefully. Our only object is to get results and good results. Our way of teaching isn't the easiest way for you, nor the easiest way for us. It does get the results, however. It gets them in the shortest possible time with the least waste.

Remember that our reputation is based on the men we turn out. We don't want to turn out men who are not a credit to us, and we tell you frankly and fully just what we think you are worth, as soon as we find out. We think that you do not care to waste your time if you are not fitted for our work.

Remember that this is a Municipal University. We are here to help the people of Toledo. The University is yours. It can help you if you want it to. It certainly cannot help you if you never give us a chance.

Remember that if you complete your work with us that the work does not cost you a cent. We ask a deposit of not over $2.00 a course. When you finish the course your money is returned.

Remember that you can register by post card if you wish, or you can come to the University Building any night during the first week in November and register at that time. Classes will begin the first week in November and will continue until April 1st, 1915.

WORK OFFERED IN NIGHT CLASSES.

The following courses will be given:

(1.) Shop Mathematics.

A course in simple shop mathematics. Problems are solved which arise in machine-shop work, dealing with pulleys, belting, gearing of all kinds, power and efficiencies of different engines and machines. This course is for men who have had no algebra and trigonometry. Enough of these two subjects is given to enable a man to solve the simplest mechanical problems. Students taking this course should have had arithmetic through fractions. A book costing $1.25 is required for this course, Holden's Shop Mathematics. The class meets Tuesday and Thursday evenings from 7 to 8. First meeting of the class Tuesday, November 3, at 7 p. m. Deposit fee for the course $2.00.

(2.) Advanced Shop Mathematics.

A course for men who have had Course 1, or who have taken the subject of Shop Mathematics in the High School. This course deals with the solution of more advanced problems in shop-work. Problems are solved by logarithms and logarithmic functions. The aim of the course is to develop speed in analysis and computation.

A book costing $1.25 is required for this course. Holden's Shop Mathematics.

The class meets Tuesday and Thursday evenings from 8 to 9.

First meeting of the class on Tuesday, November 3, at 8 p. m.

Deposit fee for the course $2.00.

(3.) Plane Trigonometry.

A course which all men taking technical or engineering work **must** take before they can take up higher work. A course which is absolutely necessary for men taking work in Civil, Mechanical or Electrical Lines. The course takes up a study of the trigonometric functions and their general relations; the solution of right and oblique triangles. Particular attention is paid to speed and accuracy in computations. The student should have had algebra through simple equations and the geometry of the triangle.

A book costing $1.25 is required for this course.

The class meets Wednesday evenings from 8 to 9.

First meeting of the class on Wednesday evening, Nov. 4, at 8 p. m.

Deposit fee for the course, $1.00.

(4.) General Physics.

This course is required of all students who are to take up higher work in engineering and who have never had Physics. The course is intended to introduce the student to the study of general physics and to lay the foundation for higher work in science or technology. The course will be presented by lectures, accompanied by demonstrations, and each student will be required to perform a certain amount of experimental work in the laboratory. The student should be prepared in algebra through simple equations, and in geometry through the first two books of plane geometry.

The class meets Wednesday evenings from 7 to 9.

First meeting of the class on Wednesday, Nov. 4, at 7 p. m.

Deposit fee for the course $1.00.

(5.) Slide Rule.

Instruction in the use of the engineer's slide rule, with practice intended to develop speed and accuracy in the operator. A wide variety of problems will be taken up. This course should be taken by one who does computations or estimating of any kind. No previous preparation is required.

The class meets Wednesday evenings from 7 to 8.

First meeting, Wednesday, Nov. 4, 7 p. m .

Deposit fee for the course, $1.00.

(6.) The Steam Engine and Steam Engine Valve Gears.

This course will consist chiefly of descriptive work, with only so much theory as is needed to cover such points as measurement of power of engines, efficiencies, and the relation between force and velocity. The course should be useful to those who have to do with the installation or operation of machinery, or to those who have a bent for considering machines as mechanisms, without reference to the design of the different members in the machine.

Preparation required:

General knowledge of mechanisms and of mechanical principles; also of Arithmetic, including fractions.

Class meets Wednesday evenings from 7 to 9.

First meeting of the class Wednesday, Nov. 4, at 7 p. m.

Deposit fee for the course, $2.00.

(7.) Theoretical Hydraulics—The Study of Hydrostatics.

The study of Hydrostatics.
Hydrodynamics and the flow of water under various conditions.
Elementary algebra and geometry required.
Class meets Thursday evenings from 7 to 8.
First meeting of the class Thursday, Nov. 5, at 7 p. m.
Deposit fee for the course, $1.00.

(8.) Elementary Structures.

The calculation of reactions, movements and shears on beams, girders, trusses and roofs, with the design of simple beams. A course which should be taken by every man who works in a structural draughting room.

Class meets Thursday evenings from 8 to 9.
First meeting of the class Thursday, Nov. 5, at 8 p. m.
Deposit fee for the course, $1.00.

(9.) Calculus.

A short course in the elements of differential and integral calculus. Text, Granville's Calculus.

Class meets Tuesday from 7 to 8.
First meeting of the class Tuesday, Nov. 3, at 7 p. m.
Deposit fee for the course, $1.00.

(10.) Reinforced Concrete.

A course in the design and theory of reinforced concrete work. Text, Temeaure and Maurer's Reinforced Concrete.

Class meets Wednesday from 8 to 9.
First meeting of the class Wednesday, Nov. 4, at 8 p. m.
Deposit fee for the course, $1.00.

(11.) Practical Algebra.

A course in algebra for engineers.
Class meets Wednesday from 8 to 9.
First meeting of the class Wednesday, Nov. 4, at 8 p. m.
Deposit fee for the course, $1.00.

(12.) Machine Design.

Though this course is intended primarily to cover the needs of those interested in the design of engines or machines, yet a knowledge of the principles involved will be found very useful to those interested in structural design work.

Preparation required:

Algebra, up to and including quadratics.
Elements of plane trigonometry.
Geometry of the triangle.
Elements of the differential calculus.

(Note.—Some time will be devoted to extending the students' knowledge of calculus so far as it affects the analysis of problems in machine design.)

Class meets Tuesday and Friday evenings from 7 to 8.
First meeting of the class on Tuesday, Nov. 3, at 7 p. m.
Deposit fee for the course, $2.00.

(13.) Bridge Design.

The calculation of stresses in various trusses by graphical means, and the design of a Howe truss, a riveted Baltimore truss, and several types of roof trusses. A course intended primarily for men in structural draughting rooms.

Preparation required:

Algebra to quadratics.

Plane and solid geometry.

Trigonometry.

Applied Mechanics.

First meeting of the class on Thursday, Nov. 5, at 7 p. m.

Class meets Thursday evenings from 7 to 9.

Deposit fee for the course, $2.00.

FEES ARE NOW RETURNED.

As changes have been made in the regulations concerning the fees charged by the University, we take this opportunity of calling your attention to one change in which you will be interested. In the future special students in the Industrial College will be charged only an enrollment fee of one dollar per semester hour of credit. If the course is successfully completed that semester, the fee is to be returned to the special students, virtually making the work absolutely free.

Further information concerning any of the foregoing courses may be had upon application to Professor Allan R. Cullimore, Dean of the College of Industrial Science.

University Building, corner of Eleventh and Illinois streets.

Home Phone, Main 3116.

College of Industrial Science Courses

FIRST YEAR THEORETICAL COURSE

Common to All Departments

Subject	Course.	Hours per week 1st semester	2nd semester
Algebra	Math. 3	3	..
Plane Trigonometry	Math. 2	..	1
Analytical Geometry	Math. 4	..	3
Descriptive Geometry	Draw. 3-4	4	4
Chemistry	Chem. 1-2	5	5
Freehand Drawing	Draw. 1-2	1	1
German or French	Ger. or Fr. 1-2	3	3
English	Eng. 1-2	3	3
U. S. History	Hist. 9-10	2	2

Theoretical and Co-operative courses are proposed in the following departments of engineering:

Civil Engineering	I (a) Theoretical;	I (b) Co-operative
Mechanical Engineering	II " "	II " "
Electrical Engineering	III " "	III " "
Metallurgical Engineering	IV " "	IV " "

COURSE IN CIVIL ENGINEERING (THEORETICAL)

Leading to the Degree of Bachelor of Science in Civil Engineering, (B. S.)

Course I (a). 2nd Year

Subject.	Course.	Hours per week. 1st semester	2nd semester
Surveying and Plotting	C. Eng. 1-2	6	5
Calculus	Math. 5-6	3	3
Spherical Trigonometry	Math. 2a	1	..
Physics	Phys. 1-2	5	5
Mechanism	Mech. 2a	2	..
Descriptive Geometry	Draw. 6	4	..
Topographical Drawing	C. Eng. 5	..	2
Physical Laboratory	Phys. 4a	..	2
Applied Mechanics	Mech. 1	..	3
Stereotomy	C. Eng. 6	..	4
History	Hist. 1-2	2	2
English Literature	English 3-4	2	2

COURSE IN MECHANICAL ENGINEERING (THEORETICAL)

Leading to the Degree of Bachelor of Science in Mechanical Engineering, (B. S.)

Course II (a). 2nd Year

Subject.	Course.	Hours per week. 1st semester	2nd semester
Carpentry and Woodturning	Mech. 6	4	..
Descriptive Geometry	Draw. 5	3	..
Calculus	Math. 5-6	3	3
Mechanical Engineering Drawing	Mech. 4a-5a	6	3
Mechanism	Mech. 2b-3b	3	3
Physics	Phys. 1-2	5	5
Applied Mechanics	Mech. 1	..	3
Pattern Work	Mech. 7	..	2
Foundry	Mech. 10	..	3
Physical Laboratory	Phys. 4a	..	2
Precision of Measurements	Phys. 5	..	¾
English Literature	Eng. 3-4	2	2
History	Hist 1-2	2	2

COURSE IN ELECTRICAL ENGINEERING (THEORETICAL)

Leading to the Degree of Bachelor of Science in Electrical Engineering, (B. S.)

Course III (a). 2nd Year

Subject.	Course.	Hours per week. 1st semester	2nd semester
Physics	Phys. 1-2	5	5
Physical Laboratory	Phys. 3-4b	1	3
Mechanism	Mech. 2b-3c	3	1
Mechanical Engineering Drawing	Mech. 4b-5b	4	2
Calculus	Math. 5-6	3	3
Descriptive Geometry	Draw. 5	3	..
Metal Turning	Mech. 8-9	2	2
Precision of Measurements	Phys. 5	..	¾
Surveying	C. Eng. 4b	..	2
Applied Mechanics	Mech. 1	..	3
English Literature	Eng. 3-4	2	2
German or French	Ger. 3 or Fr. 3	3	..
History	Hist. 1	2	..

COURSE IN METALLURGICAL ENGINEERING (THEORETICAL)

Leading to the Degree of Bachelor of Science in Metallurgical Engineering, (B. S.)

Course IV (a). 2nd Year

Subject.	Course.	Hours per week. 1st semester	2nd semester
Qualitative Analysis	Chem. 3	7	..
Dynamic Geology	Geol. 2	..	2
Surveying and Plotting	C. Eng. 3-4a	2	2
Calculus	Math. 5-6	3	3
Physics	Phys. 1-2	5	5
Physiography	Geol. 1	2	..
Quantitative Analysis	Chem. 6	..	8
Physical Laboratory	Phys. 4a	..	2
Precision of Measurements	Phys. 5	..	¾
English Literature	Eng. 3-4	2	2
History	Hist. 1	2	..

For more complete information on the courses in engineering telephone or write

Toledo University

Eleventh and Illinois Streets Toledo, Ohio

Toledo University, a University with a Mission

Toledo University, the University of the City with a Creed, the University of a People Determined to Make their Beliefs Come True, Finds a Vision of its Mission in the Following Creed of its People:

"We Believe in Toledo, the City of Real Values, the Nation's natural gateway of commerce and travel; in the heart of great resources and markets, with unsurpassed railway, dock, and harbor facilities, and the near center of population of the United States.

We Believe in Toledo, the City of Real Opportunities, with its great institutions of art, education, religion, and business, a "Going Concern" in industry, government, and social uplift, a Home city with rest and recreation for all, by river and lake, where it is worth while to live, rear children, invest money and life.

"We Believe in Toledo, the City of Real Progress, modern in municipal equipment and spirit, aggressive in commercial activity and achievement, with inspiring visions and plans for tomorrow and a big chance for every man."

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TOLEDO UNIVERSITY RECORD HERALD

OCT 27 1915

Vol. I. No. 1

A Record *of a* Busy Present
A Herald *of a* Busier Future
In *the* Service *of* Toledo

Toledo
Ohio
September
1914

Toledo University
Record-Herald

September, 1914

Volume 1 Number 1

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"We Believe in Toledo, the City of Real Progress, modern in municipal equipment and spirit, aggressive in commercial activity and achievement, with inspiring visions and plans for tomorrow and a big chance for every man."

Toledo University exists to be of service to the City of Toledo and to all of Toledo's citizens. The Faculty of the University is being organized into a University Public Service Bureau. This Bureau is to discover ways in which the University may be of the greatest service to our city and its people, and to perform such services as the resources of the University will permit. The discoveries and work of this University Public Service Bureau will be described in future issues of the **Toledo University Record-Herald.**

At the present time Toledo University is planning to serve artisans, mechanics, engineers and business men and women through its College of Industrial Science, the work of which will be described in the next issue of the **Toledo University Record-Herald.** Through its Municipal College of Arts and

Sciences the University is planning to meet the needs of men and women, young and old. **The present issue of Toledo University Record-Herald is devoted to the presentation of the aims, work and needs of the Junior College of our Municipal College of Arts and Sciences.** The other vital phases of the work of our Municipal College will be described in later issues of our Record Herald.

The Junior College Movement

Our American people believe in education; the education that develops men and women who know how to live as well as how to make a living. They have spent vast fortunes in the erection of high school buildings and providing the educational advantages of high schools. They are now turning their attention to the colleges. Municipalities as well as states are establishing colleges for the people. Where funds and conditions justify, these state and municipal colleges have given the regular four years of training. Where funds and conditions do not permit the establishment of full college courses, there have been established colleges furnishing two years of training and instruction. These colleges are called Junior colleges and are increasing very rapidly, especially in our American cities.

The Junior college movement has also been strengthened by the demands of professional schools that our students have at least two years of a college education. Our larger universities have consequently organized Junior colleges to give the first two years of the college course.

The Junior college has a threefold mission to perform; it prepares its students either (1) to continue their college work in a Senior college; (2) to enter a professional school; or (3) to enter the life of the community as citizens well prepared to live efficient lives of service. While effective preparation for future college or professional school work is important, **our Municipal Junior Colleges and the Junior Colleges of our Municipal Universities, if they are to justify their existence, must actually fit our students for more efficient living as individuals and as citizens.**

How carefully Toledo University is planning to develop just such young men and women through its Junior College, as well as to prepare them for future academic and professional work, is described in the following reprints of letters written by Dean Stowe. How the primary function of the Junior College has been kept in mind in the selection of the new members of the Faculty will become apparent in a glance through the paragraphs under **"Who's Who in the University of Toledo Life,"** while the last article of this issue of the **University Record-Herald** presents a few suggestions as to how loyal Toledoans may be of service to our Junior College in its endeavors to develop our young men and women into happy, efficient and loyal citizens of Toledo.

WHICH COLLEGE?

AN OPEN LETTER TO THE GRADUATES
OF THE
TOLEDO HIGH SCHOOLS
BY

A. MONROE STOWE, PH., D.
DEAN OF THE MUNICIPAL COLLEGE OF
LIBERAL ARTS AND SCIENCES
OF
TOLEDO UNIVERSITY
TOLEDO, OHIO

DEAR FRIENDS:

The Freshman and Sophomore years of our Municipal College of Liberal Arts and Sciences have been reorganized into a Junior College. The work of this college is of such great interest as well as of so great importance that I feel you ought to have a brief statement of what is to be done in our Junior College before you finally decide the important question, **"Which College?"**

The Toledo Junior College is your college supported by your city to give you the training which will fit you for efficient life in this or any other city and which will enable you to enter the third year of college work either in the Toledo University or in any other college or university.

While each member of the Faculty is a specialist in his line, **every Professor of the Toledo Junior College is primarily interested in you, the student.** As a specialist he is able to pick out those phases of his subject which will be of the greatest value to you. The aim of each Professor is to help you and not to stuff you with subject-matter which will be of little or no value to you. **You will find the Faculty of Toledo Junior College a capable group of live, progressive people sincerely interested in you and well qualified to be of genuine service to you.**

That the Program of Required Studies is modern and is planned to be of genuine service to you will become very evi-

dent to you if you will but glance through the following brief descriptions of the courses. In this program A indicates that the course is offered the first semester, and B, that the course if offered the second semester. An hour means that the course is taken one hour a week for a semester except in courses where there is no outside studying. In such cases the class meets more than once a week for the credit of the semester hour.

PROGRAM OF REQUIRED COURSES FOR TOLEDO UNIVERSITY JUNIOR COLLEGE STUDENTS.

Freshman Year

EDUCATION A. **College Students, or the Principles of Human Behavior,** Credit, 3 hours.

Aim: To help you discover how, and why you and other people behave as you do, so that you may more intelligently influence the behavior of others as well as more effectively control your own conduct. The course is given by the Dean of the College.

EDUCATION B. **College Life,** Credit, 2 hours.

Aim: To discuss with you some of the most important problems of college life, the solution of which will enable you to get the most out of your college life here or wherever you may complete your college work. This course also is given by the Dean of the College.

ENGLISH LANGUAGE A. AND B. Total credit, 5 hours.

Aim: To help you to materially improve your ability to express most effectively in writing thoughts which you feel are worth communicating to others. There is a great demand for men and women able to say what they want to say in the most forceful and telling way.

ENGLISH LITERATURE A. AND B. **Modern American and English Literature,** Total Credit, 5 hours.

Aim: To give you a chance to read, discuss and appreciate the best of our modern literature. A study of the literature which is influencing the lives of men and women of today.

SOCIOLOGY A. AND B. **Problems of Modern Social Life,** Total credit, 5 hours.

The society in which you find yourself is a very complex society. To help you understand this society a rapid study is made of more primitive forms of social life and of the evolution of the most important of our own social institutions. When people live together in groups there

always result social problems and in our day there are tremendous problems confronting us. A study is made of these problems and of the efforts which are being made toward their solution.

HISTORY A. AND B. **Modern History,** Total Credit, 5 hours.

Especial attention is given to the study of social, industrial, commercial, and civic aspects of the history of modern Europe and America.

ECONOMICS A. Credit, 2 hours.

A study of the most important topics in economics from the point of view of the individual, the family, and the community. Much misunderstanding and misfortune come from ignorance of these important economic principles.

POLITICAL SCIENCE B. **Modern Problems of State and City Governments,** Credit, 3 hours.

This is an age of problems in all lines. Our people in their endeavors to develop truly democratic governments in their states and cities are being confronted with all sorts of problems which they are endeavoring to solve in many different ways. Hence the many state and municipal experiments being tried all over our land. It is the purpose of this course to study these problems and what is being done in European and American states and cities toward their solution, with a view to doing what little we can to help keep Toledo in the front of the procession of American cities making rapid progress in municipal government.

Should you for any reason desire to continue a foreign language begun in your high school course, you may, with the permission of the Dean, delay your required work in history, economics and political economy until your sophomore year.

Should you for any reason desire to take what is commonly called college mathematics (see courses described in the current catalogue of the University), you may, with the permission of the Dean substitute such courses for either Physics A. or Chemistry A. and for Philosophy B. which are described below.

PHYSICAL TRAINING A. AND B. Total Credit, 2 hours.

The courses include organized gymnasium work, games and competitive sports planned to keep the body in first class condition.

Sophomore Year

Either

PHYSICS A. **Physics of Every Day Life,** Credit 3 hours.

As the name indicates the aim of this course is to help you discover the laws and principles of physics a knowledge of which will enable you to understand many important phases of your complex physical environment.

Or

CHEMISTRY A. **Chemistry of Every Day Life,** Credit 3 hours.

The aim of this course is similar to that of Physics A., except that in this case it is a vital and practical knowledge of the science of chemistry that the course develops.

PHYSIOLOGY AND HYGIENE B. **Preventive Measures,** Credit, 3 hours.

We are today preventing, rather than curing diseases. We study how the body works, and what we must do to make it work with ease, and not dis-ease. Most of our physical troubles can be prevented if we know in time. This course teaches what to do and why we do it.

FOREIGN LANGUAGES A. **Foreign Life Studies,** Credit 3 hours.

Each foreign language department offers a course devoted to a study of the most important phases of the life of the people whose language the department teaches. Students will be at liberty to choose which of these courses they desire to take.

The course, however, is not required of students who continue the study of a foreign language.

PHILOSOPHY. A. **Modern Logic,** Credit, 3 hours.

We all admire the logical thinker who is in demand in all lines of work. Most of us tend not only to make serious mistakes in our thinking, but also to be misled by falacies of others who intentionally and unintentionally mislead us. It is the aim of this course to help you discover and incorporate in your own thinking the principles underlying efficient thinking as well as to acquaint you with the mistakes and errors most commonly made in our thinking.

The course is not required of students who have completed or are completing a year's work in college mathematics.

PHYSICAL TRAINING A. AND B. Course A. and B. continued. Total Credit, 2 hours.

ELECTIVES. From 5 to 8 hours each semester.

Electives are chosen from courses offered either in

the Senior College of Arts and Sciences or in the College of Industrial Science. (See catalog of the University).

While the regular work of the Junior College is 15 hours of work per week, students may carry as high as 18 hours per week as long as they carry the work satisfactorily without in anyway sacrificing their health. No students may carry more than 18 hours per week without the permission of the Dean.

Upon the satisfactory completion of sixty semester hours of work including required and elective courses in the Junior College, students will receive the Junior College Arts Diploma. This Diploma will admit them to the Senior College of Arts and Sciences of Toledo University and will be evidence to other colleges and universities that the holders have completed two years of vital college work. Should you not be able to continue your academic work, this Junior College Diploma is evidence to the people of Toledo that you have done your best to prepare yourself to bear your share of responsibility for the good government and progress of our city.

I have endeavored to give you some idea of what we would like to do for you and what we shall do for you, if you decide the question "Which College?" in favor of your own Toledo Junior College. **You desire the best education you can possibly secure. You will have difficulty finding a place in which you can do better work than you can here in your own Toledo Junior College and in no place will you find the work more vital and worth while than that which it is your privilege to do with us. From every point of view you will find that the Junior College planned for you and your classmates will be a live, progressive college.** "Which College?" Why not your own Toledo University Junior College?

There are many other reasons why Toledo Junior College will prove a very attractive college to you. Among the most important of these is that by attending the Junior College you will be able to continue to enjoy the comforts and friendships of your home for two years longer. By remaining here you will be able to save money for future academic or professional work, for you, as citizens of Toledo, are entitled to do the work of our Junior College without the payment of any fees except a very small incidental fee.

As to your qualifications for entrance to the Junior College, the fact that you are a graduate of one of our Toledo High

Schools is sufficient evidence that you are qualified to do our work well. We would like to have you bring or send your High School certificate to us in order that we might make a copy of your credits so as to be better able to help you plan your work most advantageously. As soon as we have made a record, we shall be sure to return your certificate to you.

While I should like to say many more things, I think I have said enough to make it clear that our Junior College exists for you and the young people of Toledo. The Faculty and Officers of the college will be glad to serve you in every possible way. Personally I hope that I have given you some help in deciding "Which College?" and assure you that we shall do our best for you should you answer that important question with "Our own Toledo University Junior College, of course!" As your parents are interested in your decision, I am enclosing an open letter to them. Will you kindly hand it to them for me?

With best wishes for your success into whatever college or line of work you enter, I am,

Cordially yours,

A. MONROE STOWE,
Dean of the College of Arts and Sciences.

TOLEDO UNIVERSITY JUNIOR COLLEGE

New Students registered September 28th and 29th, 1914.
Work of classes begins September 30th.
Incidental fees to be paid at time of registration.
Fees amount to $20.00 a year for full work.

The College Question

An Open Letter to the Parents of the Graduates of the Toledo High Schools
by A. Monroe Stowe, Ph. D., Dean of the Municipal College of
Arts and Sciences of Toledo University, Toledo, Ohio

Dear Friends:—

With parents the question "Which College" naturally raises such problems as, What ought a college do for a young man or woman? Can we afford to send our child to college? Is a college education worth the sacrifices it may cost? And then again, "Which College?" A brief discussion of the aims and cost of the Junior College education offered by the Municipal College of Arts and Sciences of Toledo University may be of assistance to you, if you have not already decided, or acquiesced in a decision of, the important question, "Which College?"

Your attention has probably been called to the fact that the Freshmen and Sophomore years of the work of the Municipal College of Arts and Sciences has been organized into the Toledo University Junior College. A **Junior College Arts Diploma** will be granted by Toledo University to students who have successfully completed the work of the Junior College. While in many college courses the student, who drops out at the end of his second year, feels that his course has yielded him little except "mental discipline," **an examination of the work of the Junior College of Toledo University will reveal the fact that this work is of such a character as to teach students many valuable lessons in living and to familiarize them with things they need to know if they are to live most efficiently in this twentieth century life.** The student, who completes this work and finds that he cannot continue his college course will feel that his course has been well worth the time and energy he has spent upon it. If he desires to continue his college course, **his Junior College Diploma is evidence that he has satisfactorily completed two years of substantial college work** and has the capacity and ability to profit from the final two years of college work either in Toledo University or any other college or university.

In the light of what has just been said the question of affording to send a young man or woman to college changes into some such questions as, **Can we afford to have our boy or girl attempt to go through life without the vital training and instruction which Toledo University Junior College offers?** Is not such training and knowledge necessary for living in the complex life of today? **Is it not worth the sacrifices it may cost to give our child such real opportunities?** Expensive as such opportunities would be to the people of other communities, **Toledo offers these opportunities to her boys and girls for an incidental fee of but $20 a year.** Indeed, the cost of books and other necessary equipment hardly raises the total cost to $50 a year. **Such a low cost puts a vital Junior College education within the reach of every graduate of the Toledo High Schools.**

Important as are the financial and educational advantages of allowing a boy or girl to enjoy the privileges of Toledo Junior College, to many parents the home advantages which their boys and girls will continue to enjoy will rightly seem just as important as the advantages already discussed. **If our children can secure a vital and substantial Junior College education here in Toledo, why send them away from home at an age when they need home and the influence of home?** Toledo, the City of Real Opportunities, offers your children the opportunity of a vital, substantial Junior College education. "Toledo, a Home city with rest and recreation for all, by river and lake, where it is worth while to live and rear children," offers you the opportunity of being all that you desire to be to the girl who is blossoming into young womanhood, or to the boy who is beginning to feel the strength of young manhood. Can you afford not to take advantage of this priceless opportunity?

Whatever may be your decision with respect to the question, "Which College?" I assure you that I shall always be glad to be of any service to you which either I or my office may be able to render you or your son or daughter.

Cordially yours,

A. MONROE STOWE,
Dean of the Municipal College of Arts and Sciences.

WHO'S WHO IN THE UNIVERSITY OF TOLEDO LIFE.

Mr. Roy G. Colbert, Instructor in Sociology and Economics, is a graduate of DePauw University, and has not only done work in the subjects he is to teach but has also done practical field work in Sociology and Economics. He is to spend the month of September in the service of the New York Bureau of Municipal Research in order to be of greater assistance in the organization of our University Public Service Bureau. Mr. Colbert has had experience as a Junior College instructor and is well qualified to make the work in Sociology vital as well as interesting.

Mr. Eldie Troxell, Professor of English Language, is not only a college graduate and instructor, but has also had successful experience as a magazine writer and newspaper reporter and editor. Professor Troxell will, in addition to the work in English Composition, offer courses in business correspondence, advertising, magazine and newspaper writing as the need for such courses becomes apparent.

Mr. David W. Henry, Assistant Professor of Education and Psychology, is a graduate of the Kansas State Normal College as well as of the Hyannis Massachusetts State Normal School. He has done graduate work in Psychology, Education and History at Cornell and Columbia Universities. Professor Henry has long been interested in municipal work and in the possibilities of municipal universities.

Mr. A. Monroe Stowe, Professor of Education and Dean of the Municipal College of Arts and Sciences, is a graduate of Northwestern University, a Master of Arts of Northwestern University and Harvard University and a Doctor of Philosophy of Columbia University (Education, Philosophy and Psychology). He has had successful experience as supervisor of practice teaching in two normal schools as well as teacher and administrator in the elementary, secondary and college educational fields. While Professor Stowe comes to Toledo University from DePauw University where he was professor of Education and Director of University Secondary Education, he has also had experience as assistant in the New York Bureau of Municipal Research. The professional training and experience of Dean Stowe has been such as to fit him to render valuable assistance to Toledo University in its endeavors to increase the efficiency of its service to Toledo and to the citizens of Toledo.

WAYS IN WHICH LOYAL TOLEDOANS MAY BE OF SERVICE TO THE JUNIOR COLLEGE OF TOLEDO UNIVERSITY.

An open letter to Toledo men and women by Dean Stowe.

DEAR FRIENDS:—

The Junior College of Toledo University needs the co-operation of every man and woman of Toledo interested in the higher education of our young men and women. Do you approve of what we are planning to do for these young people? If so, write us to that effect. Your encouragement will help increase our efficiency. If there are ways in which you feel our efficiency can be increased, do not hesitate to offer suggestions for we are ready to take advantage of all such constructive suggestions offered by our friends.

Do you know of any young men or women who ought to be enjoying the opportunities which our Junior College has to offer them? If you do, please send us or telephone us (Home Phone Main 3116) the names and addresses as soon as possible. We shall see that these opportunities are brought to their attention. If you can say a helpful word or two, please do not hesitate to do so. It is not necessary for them to enroll in all of the courses. They may take advantage of any course or courses which will meet their needs.

While our Junior College will make use of the excellent resources of our Public Library, **we need in our University Building, a live, up-to-date complete magazine reference library.** We need three times as many modern magazines as we are now receiving in Education, Sociology, Economics, Municipal Government and Science; in fact in all subjects studied by our Junior College students. If they are to be brought in contact with what men and women are thinking and doing in the various activities of the world, our students must have opportunities to read a larger number of modern popular and professional magazines. We have a fund called "The Toledo University Reference Library Fund" which is devoted to the enlargement of our reference library. May we not have a contribution from you to that fund?

To summarize, **the Junior College of Toledo University needs co-laborers intelligently interested in its work and in the enlargement of its field of usefulness as well as in increasing its resources.**

Cordially welcoming you to the ranks of our co-laborers and to the hosts of Toledoans actively interested in the development of the work of our city's University, I am,

Very sincerely yours,

A. MONROE STOWE,

Dean of the Municipal College of Arts and Sciences.

SCHEDULE OF REQUIRED FRESHMAN COURSES FOR THE FIRST SEMESTER

1914-15.

ENGLISH LANGUAGE A. Mon., Wednes., and Fri. at 8 A. M., Room 4.

ENGLISH LITERATURE A. Tues. and Thurs. at 8 A. M., Room 4.

EDUCATION A. **College Students, or the Principles of Human Behavior,** Mon., Wednes., and Fri. at 9 A. M., Room 4.

SOCIOLOGY A. **Problems of Modern Social Life,** Tues. and Thurs. at 9 A. M., Room 4.

HISTORY A. Mon., Wednes., and Fri. at 10 A. M., Room 4.

ECONOMICS A. Tues. and Thurs. at 10 A. M., Room 4.

PHYSICAL TRAINING A. Hours to be arranged.

Send or bring your certificate of graduation from high school — NOW

To A. Monroe Stowe, Dean of the Municipal College of Liberal Arts and Sciences, Toledo University,

Eleventh and Illinois Streets. Home Phone, Main 3116

SCHEDULE OF COURSES OF INTEREST TO TOLEDO MEN AND WOMEN

MUNICIPAL COLLEGE OF ARTS AND SCIENCES.

First Semester, 1914-1915.

All courses are offered in the **University Building,** corner of Eleventh and Illinois, in **Room 4,** unless otherwise specified.

The Date of First Meeting of the Class is given in each case in **parenthesis.**

COURSES OFFERED FROM 2 TO 3:30 P. M.

Modern Home Economic Problems, Mondays. (Oct. 5.)
Modern Educational Problems, Tuesdays. (Oct. 6.)
Modern Social Problems, Wednesdays. (Sept. 30.)
Modern European History, Thursdays. (Oct. 1.)
Increasing Human Efficiency in the Home, Fridays. (Oct. 2.)
Elementary Spanish, Mondays and Thursdays, Room 10. (Oct. 5.)
Elementary French, Tuesdays and Fridays, Room 10. (Oct. 6.)

COURSES OFFERED FROM 4 TO 5:30 P. M.

Modern Educational Problems, Mondays, (Oct. 5).
Modern Social Problems, Tuesdays. (Oct. 6.)
Teaching Pupils How to Study, Wednesdays. (Sept. 30.)
Modern Economic Problems, Thursdays. (Oct. 1.)
Modern European History, Fridays. (Oct. 2.)
Elementary French, Mondays and Thursdays, Room 10. (Oct. 5.)
Elementary Spanish, Tuesdays and Fridays, Room 10. (Oct. 6.)

COURSES OFFERED FROM 7 TO 8:30 P. M.

Increasing Human Efficiency, Mondays. (Oct. 5.)
Elementary Spanish, Tuesdays and Fridays, Room 10. (Oct. 6.)
Business Writing and Correspondence, Tuesdays and Fridays. (Oct. 6.)
Modern Social Problems, Wednesdays. (Sept. 30.)
Modern Literature, Thursdays. (Oct. 1.)
Debating, Thursdays, Room 10. (Oct. 1.)

COURSES OFFERED ON SATURDAYS. (Oct. 3.)

Educational Magazine Club, 9 to 9:50 A. M.
Increasing Teaching Efficiency, 10 to 11:30 A. M.
The Modern Drama, 1:30 to 3 P. M.

All of These courses are practically free. Write or telephone us (Home Phone Main 3116) which courses you are interested in, and **we shall be glad to give you detailed information concerning the courses in which you are interested.**

ANNOUNCEMENT OF COURSES

To be Offered by the Faculty

of the

COLLEGE *of* ARTS *and* SCIENCES

of

TOLEDO UNIVERSITY

The Municipal University of Toledo, Ohio.

First Semester, 1915-16.

Classes are held in University Building, Eleventh and Illinois Streets, unless other meeting place is designated.

Registration days, Sept. 13-16, 1915. (2)
Date of first meeting of the class is given in parenthesis.

BIOLOGY COURSES

Biology-1 **General Biology** **2 hours**
(Instructor to be announced later.) Wednesday, 4:10-6, Room 8. (Sept. 21).

Biology-2 **Biology Laboratory** **2 hours**
(Instructor to be announced later). Saturday, 9-1, Room 8. (Sept. 25).

CHEMISTRY COURSES

Chemistry-1 **Introduction to Inorganic Chemistry** **4 hours**
Prof. Kreider Lectures, M., W., F., 8:10-9 A. M., Room 8. (Sept. 17).
Laboratory, Science Building, M., W., 1-4 P. M. (Sept. 20).

Chemistry-101 **General Inorganic Chemistry** **5 hours**
Prof. Kreider Lectures, M., W., F., 8:10-9 A. M., Room 8. (Sept. 17).
Laboratory, Science Building, M., W., 1-4 P. M. (Sept. 20).

Chemistry-103 **Quantitative Analysis** **4 hours**
Prof. Kreider, Science Building, M., F., 6:30-10 P. M. (Sept. 20).

Chemistry-104 **Organic Chemistry** **2 hours**
Dr. Myers, Science Building, Tues., Thurs., 10:10-11 A. M. (Sept. 30).

Chemistry-111 **Chemistry of Electro-Plating** **2 hours**
Prof. Kreider, Science Building, Tues., Thurs., 7:30-10 P. M. (Sept. 30).

ECONOMICS COURSES

Economics-A **Introduction, Economic Problems of Modern Life** **2 hours**
Professor Leiserson.
Section 1: Tues., Thurs., 10:10-11 A. M., Room 4. (Sept. 16).
Section 2: F., 4:10-6 P. M., Room 14. (Sept. 17).

Economics-101 **Principles of Political Economy** **3 hours**
Mr. Mallary, M., W., F., 11:10-12, Room 14. (Sept. 17).

Economics-1 **Economic Problems of Modern Home Life** **1 hour**
Mr. Mallary, W., 3:10-4 P. M., Room 14. (Sept. 22).

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(1) For description of courses see catalog.
(2) See directions for registering on page 4.

EDUCATION COURSES

Education=I. **Psychology of Every Day Life** — **1 hour**
Mr. Mallary, M., 3:10-4 P. M., Room 15. (Sept. 20).

Education=A **Principles of Human Behavior** — **3 hours**
Professor Stowe, M., W., F., 9:10-10 A. M., Room 4. (Sept. 17).

Education=111=t **The Principles of Teaching** — **2 hours**
Professor Leach, Sat., 10:10-12, Room 4. (Sept.25).

Education=113t **Stories and Story Telling** — **2 hours**
Professor Leach, W., 4:10-6, Room 11. (Sept. 22).

Education=117t **Upper Grade Arithmetic** — **2 hours**
Professor Leach, M., 4:10-6, Room 11. (Sept. 20).

Education-120t **Upper Grade Language** — **2 hours**
Professor Leach, F., 4:10-6, Room 11. (Sept. 24).

Education=214 **Teaching Pupils How to Study** — **2 hours**
Professor Henry, Tues., 4:10-6 P. M., Room 11. (Sept. 21).

Education=223 **Adolescence** — **2 hours**
Professor Trettien, M., 4:10-6 P. M., Room 15. (Sept. 21).

Education=224 **Teaching High School Students How to Study** — **2 hours**
Professor Stowe, Thurs., 4:10-6 P. M., Room 6. (Sept. 23).

Education=225 **High School Organization and Management** — **2 hours**
Professor Trettien, Fri., 4:10-6 P. M., Room 15. (Sept. 17).

Education=313 **Problems of Administration and Supervision** — **2 hours**
(Open only to principals and supervisors, no other pre-requisites)
Professor Henry, Thurs., 4:10-6 P. M., Room 8. (Sept. 23).

Education=333 **History of Modern Education** — **2 hours**
Professor Henry, Sat., 10:10-12 A. M., Room 11. (Sept. 18).

Education=336 **Principles of Education** — **2 hours**
Professor Trettien, Thurs., 4:10-6 P. M., Room 15. (Sept. 16).

ENGLISH LANGUAGE COURSES

Professor Troxell.

English=A **English Language** — **3 hours**
M., W., F., 11:10-12 A. M., Room 4. (Sept. 17).

English=A-B **English Language** — **3 hours**
(A course in Rhetoric for teachers and business people).
M., W., F., 5:10-6 P. M., Room 11. (Sept. 21).

English=314 **The Short Story** — **2 hours**
Tues., 4:10-6 P. M., Room 11. (Sept. 21).

ENGLISH LITERATURE COURSES

Professor Whiteford.

Literature=A **Modern American and English Literature** — **2 hours**
Tues., Thurs., 11:10-12 A. M., Room 17. (Sept. 16).

Literature=A=B **Modern Literature** — **3 hours**
M., W., F., 4:10-5 P. M., Room 17. (Sept. 20).

Literature=131 **General Survey of English Literature** — **2 hours**
Sat., 10:10-12 A. M., Room 17. (Sept. 18).

Literature=133 **The Romantic Movement** — **2 hours**
Tues., 4:10-6 P. M., Room 17. (Sept. 21).

Literature=201 **The English Drama** — **3 hours**
M., W., F., 5:10-6 P. M., Room 17. (Sept. 17).

Literature=203 **Shakespeare's Tragedies** — **3 hours**
M., W., F., 2:10-3 P. M., Room 17. (Sept. 17).

Literature=211 **English Fiction** — **3 hours**
M., W., F., 3:10-4 P. M., Room 17. (Sept. 17).

Literature=233 **The Victorian Era** — **2 hours**
Thurs., 4:10-6 P. M., Room 17. (Sept. 16).

FRENCH COURSES

Professor Pimienta.

French=I. **Elementary French**
Section 1: Tues., Fri., 3:10-4 P. M., Room 4. (Sept. 17). — **2 hours**
Section 2: M., W., F., 4:10-5 P. M., Room 4. (Sept. 17). — **3 hours**

French=III. **Intermediate French** — **2 hours**
Tues., Thurs., 4:10-5 P. M., Room 4. (Sept. 21).

French=21 **French Conversation** — **1 hour**
Thurs., 8:10-9 P. M., Room 4. (Sept. 23).

GEOGRAPHY COURSE

Geography-A — **Geography** — **3 hours**
Professor Henry, M., W., F., 2:10-3 P. M., Room 11. (Sept. 17).

GERMAN COURSES

Professor Kissling.

German-1 — **Elementary German** — **3 hours**
M., W., F., 4:10-5 P. M., Room 16. (Sept. 17).

German-3 — **Intermediate German** — **2 hours**
Tues., Fri., 5:10-6 P. M., Room 16. (Sept. 16).

German-5 — **Third-Year German** — **2 hours**
Tues., Thurs., 4:10-5 P. M., Room 16. (Sept. 16).

German-13 — **Goethe's Faust** — **2 hours**
M., Thurs., 5:10-6 P. M., Room 16. (Sept. 18).

German-21 — **Conversational German** — **2 hours**
M., Thurs., 8:10-9 P. M., Room 16. (Sept. 23).

GREEK COURSES

Greek-1 — **Elementary Greek** — **2 hours**
(Time, place and instructor to be announced later).

Greek-7 — **Plato's Republic** — **2 hours**
Professor Kissling, M., Thurs., 5:10-6:30 P. M., Room 16. (Sept. 16).

HISTORY COURSE

History-A — **Modern European History** — **3 hours**
Professor Henry, M., W., F., 10:10-11 A. M., Room 11. (Sept. 17).

HYGIENE COURSE

Hygiene-A — **Public Hygiene** — **2 hours**
Professor Iford, Wed., 4:10-6 P. M., Room 8. (Sept. 29).

ITALIAN

Italian-1 — **Elementary Italian** — **1 hour**
Professor Pimienta, Sat., 1-2 P. M., Room 4. (Sept. 25).

LATIN COURSE

Latin-1 — **Livy** — **3 hours**
(Instructor, time and place to be announced later).

MATHEMATICS COURSES

Mathematics-3 — **College Algebra** — **3 hours**
Professor Brandeberry, M., W., F., 9:10-10 A. M., Room 12. (Sept. 17).

Mathematics-5 — **Calculus, Differential and Integral**
Professor Brandeberry, M., W., F., 11:10-12 A. M., Room 12. (Sept 17).

PHILOSOPHY COURSE

Philosophy-A — **Modern Logic—an Elementary Course in Debating** — **3 hours**
Professor Troxell, M., W., F., 10:10-11 A. M., Room 4. (Sept. 17).

Philosophy-103 — **Introduction to Philosophy** — **2 hours**
Mr. Stewart, M., 4:10-6 P. M., Room 8. (Sept. 20).

Philosophy-131 — **History of Ancient Philosophy** — **3 hours**
Professor Kissling, Sat., 10:10-12 A. M., Room 16. (Sept. 18).

PHYSICAL EDUCATION COURSES

Physical Education-A — **Physical Education** — **1 hour**
Tues., 2-4 P. M., Men, Y. M. C. A. Bldg. Women, Y. W. C. A. Bldg.

PHYSICS COURSES

Professor Irvin.

Physics-1 — **Elementary Physics** — **3 hours**
M., W., F., 7:10 P. M., Room 8. (Sept. 17).

Physics-A — **Household Physics** — **3 hours**
M., W., F., 3:10-4 P. M., Room 8. (Sept. 17).

Physics-101-2 — **General Physics** — **4 hours**
Tues., 9:10-11 A. M.; M. W., Thurs., F., 10:10-11 A. M., Room 8. (Sept. 16).

POLITICAL SCIENCE COURSES

Political Science-1 **Modern Problems of Government** **1 hour**
Mr. Mallary, F., 3:10-4 P. M., Room 14. (Sept. 24).

Political Science-A **Introduction to Modern Problems of City Government** **2 hours**
(Especial attention to the new City Charter).
Fri., 4:10-6 P. M., Room 14. (Sept. 17).

PSYCHOLOGY COURSES

Phychology-106 **Advanced General Psychology** **2 hours**
Professor Trettien, Tues., 4:10-6 P. M., Room 15. (Sept. 21).

Psychology-111 **Elementary Experimental Psychology** **1 hour**
Mr. Mallary, M., W., F., 8:10-9 A. M., Room 15. (Oct. 18).

Psychology-116 **Experimental Psychology** **2 hours**
Professor Trettien, Sat., 9 A. M., Room 15. (Sept. 25).

Psychology-117 **Mental Tests and Measurements** **2 hours**
Professor Trettien, Thurs., 4:10-66 P. M., Room 15. (Sept. 23).

Psychology-118 **Elementary Clinical Psychology** **2 hours**
Professor Trettien (hours to be arranged), Room 15.

SOCIOLOGY COURSES

Mr. Colbert.

Sociology-A **Sociology and Modern Social Problems** **2 hours**
Section 1: Tues., Thurs., 9:10-10 A. M., Room 14. (Sept. 16).
Section 2: Sat., 10:10-12 A. M., Room 14. (Sept. 18).

Sociology--I. **Problems of Modern Social Life** **1 hour**
Thurs., 3:10-4 P. M., Room 14. (Sept. 23).

Sociology-138 **Social Psychology** **2 hours**
M., 7:10-9 P. M., Room 14. (Sept. 20).

Sociology-201 **Social Pathology** **2 hours**
(Time and place to be arranged).

Sociology-301 **Social Technique** **2 hours**
(Time and place to be arranged).

SPANISH COURSES

Professor Pimienta.

Spanish-I. **Elementary Spanish**
Section 1: M., Thurs., 3:10-4 P. M., Room 4. (Sept. 16). **2 hours**
Section 2: M., W., F., 5:10-6 P. M., Room 4. (Sept. 17). **3 hours**

Spanish-III. **Intermediate Spanish** **2 hours**
Tues., Thurs., 5:10-6 P. M., Room 4. (Sept. 16).

ANNOUNCEMENT CONCERNING REGISTRATION

1. To register:
   (1) Secure blank form cards from General Office, or from attendant in Library (Room 10).
   (2) Fill out the cards and secure signature of Dean of the College.
   (3) From this point follow directions on registration card.
2. In order to make it possible for all students to register during the time set apart for registration, the General Office, University Building, Eleventh and Illinois Streets, will open from 8:30 A. M. to 8:30 P. M. Students intending to enter University classes in Arts and Sciences, Commerce and Business, Engineering, Pharmacy and Law, beginning between September 16th and October 5th, should register at the General Office, University Building, between September 13th and 16th.
3. In order that students may consult with instructors concerning their work, the instructors in the Colleges of Arts and Sciences, Engineering, Industrial Sciences and Commerce and Business will be in their rooms in the University Building on the first three registration days, September 13th to 15th inclusive, between 11:30 and 12:30, between 4:00 and 5:30 P. M., and from 7:00 to 8:30 P. M. A list of instructors and the rooms in which they may be found at the above mentioned times is posted on the bulletin board in Room 10.

UNIVERSITY SEMESTER FEES

Registration Fee	$2.00	
Arts and Engineering Incidental Fee (full time students)	8.00	
Laboratory Fee (part time students)	3.00	
Workshop Fee	5.50	
Commerce and Business Tuition Fee	2.00	per sem. hour
Law Tuition Fee	5.00	per course

Increasing Teaching Efficiency

AN OPEN LETTER TO THE TEACHERS OF TOLEDO AND VICINITY

BY

A. MONROE STOWE, PH., D.

DEAN OF THE MUNICIPAL COLLEGE OF ARTS AND SCIENCES AND PROFESSOR OF EDUCATION

TOLEDO UNIVERSITY

TOLEDO, OHIO

DEAR FRIENDS:

As you begin the work of a new year you are naturally interested in everything which will help you increase your efficiency as teachers, that is, everything which will give you clearer purposes to guide you in your work, everything which will help you develop skill in doing with the least expenditure of time and energy the things which the modern teacher is called upon to do. While not much may have been expected of the teacher of yesterday, we teachers of to-day are expected to help children learn how to adjust themselves to the exceedingly complex physical and social environment in which they find themselves, we are expected, in other words, to help them learn how to live rich, happy lives of service and appreciation.

To teach children how to live, we, ourselves, must know the principles which underlie successful living and successful endeavors in the various activities of life. To teach children how to adjust themselves to our modern complex social environment, we ourselves must know the important features of that environment. And finally **to be efficient in our work, we must not only know life in its various phases, but we must also increase our skill in developing in our pupils that knowledge and those traits, capacities, and abilities necessary for successful living in this twentieth century world.**

That our Municipal College of Arts and Sciences is prepared to be of real service to you in your efforts to increase your efficiency in any or all of the above mentioned lines of

development will become evident to you, if you will but glance through the following descriptions of courses which the College will offer the first semester of the current academic year and credit for which will be accepted by the University toward meeting the requirements for any of the academic diplomas or degrees which it grants.

COURSES OF INTEREST TO TEACHERS
First Semester, 1914-15.

Modern Educational Problems. Professor Stowe.

This course will be devoted to a discussion of the big educational problems confronting our schools and our teachers. For the greater part of the course the point of view will be that of the intelligent educational laymen, for it is essential that we teachers every now and then look at our work from that point of view in order that we may keep a proper perspective in our work. The first part of the course will therefore be devoted to a discussion of the problems raised by William Hawley Smith's epoch making "All the Children of All the People," the nature of which is indicated by the following chapter headings: Born Short; Born Long; What is Wrong in All This?; What is Education?; Who is This Educated Man?; Sympathetic Vibration; Some Things About Methods; The Parental Factor, and The Common Sense of it All.

The discussions of the problems raised by Smith's book are followed by a brief study of such topics as: State Schools and Education for Citizenship; Universal Education, or Our Endeavors to Educate All the Children of All the People at the Expense of All the People; Helping Children to live a Happy Efficient Child Life; Helping Children to Develop Into Men and Women Physically, Mentally, and Morally Sound and Healthy; Helping Children to Develop Interests which will enable them to spend their Leisure Time Profitably as well as Pleasurably to Themselves and Others; Problems of Social Education, and Is Teaching a Profession? If not, why not? Can we make it such in our own cases? Credit, 2 semeser hours Educaion 3).

SCHEDULE OF COURSES OF INTEREST TO TOLEDO MEN AND WOMEN

MUNICIPAL COLLEGE OF ARTS AND SCIENCES.

First Semester, 1914-1915.

All courses are offered in the **University Building,** corner of Eleventh and Illinois, in **Room 4,** unless otherwise specified.

The Date of First Meeting of the Class is given in each case in **parenthesis.**

COURSES OFFERED FROM 2 TO 3:30 P. M.

Modern Home Economic Problems, Mondays. (Oct. 5.)
Modern Educational Problems, Tuesdays. (Oct. 6.)
Modern Social Problems, Wednesdays. (Sept. 30.)
Modern European History, Thursdays. (Oct. 1.)
Increasing Human Efficiency in the Home, Fridays. (Oct. 2.)
Elementary Spanish, Mondays and Thursdays, Room 10. (Oct. 5.)
Elementary French, Tuesdays and Fridays, Room 10. (Oct. 6.)

COURSES OFFERED FROM 4 TO 5:30 P. M.

Modern Educational Problems, Mondays, (Oct. 5).
Modern Social Problems, Tuesdays. (Oct. 6.)
Teaching Pupils How to Study, Wednesdays. (Sept. 30.)
Modern Economic Problems, Thursdays. (Oct. 1.)
Modern European History, Fridays. (Oct. 2.)
Elementary French, Mondays and Thursdays, Room 10. (Oct. 5.)
Elementary Spanish, Tuesdays and Fridays, Room 10. (Oct. 6.)

COURSES OFFERED FROM 7 TO 8:30 P. M.

Increasing Human Efficiency, Mondays. (Oct. 5.)
Elementary Spanish, Tuesdays and Fridays, Room 10. (Oct. 6.)
Business Writing and Correspondence, Tuesdays and Fridays. (Oct. 6.)
Modern Social Problems, Wednesdays. (Sept. 30.)
Modern Literature, Thursdays. (Oct. 1.)
Debating, Thursdays, Room 10. (Oct. 1.)

COURSES OFFERED ON SATURDAYS. (Oct. 3.)

Educational Magazine Club, 9 to 9:50 A. M.
Increasing Teaching Efficiency, 10 to 11:30 A. M.
The Modern Drama, 1:30 to 3 P. M.

All of These courses are practically free. Write or telephone us (Home Phone Main 3116) which courses you are interested in, and **we shall be glad to give you detailed information concerning the courses in which you are interested.**

OTHER COURSES OF INTEREST TO TOLEDO MEN AND WOMEN

The Modern Drama. Professor Whiteford.

A study of the English drama from 1642 to 1915. Selected plays of the dramatists will be read in class. The course consists of lectures which place especial emphasis on the dramas of Pinero, Jones,, Shaw, Phillips, Galsworthy, and Masefield. Contemporary continental dramatic influences as exerted by such writers as Ibsen, Dumas Fils, Eugene Brieux, Rostand, Sudermann, and Hauptmann will be noted.

Professor Whiteford, a graduate and Doctor of Philosophy of Wabash College, has had twenty years of successful experience as a Professor of Literature. Many Toledo people have enjoyed Professor Whiteford's popular courses in fiction and the drama. Saturdays from 1:30 to 3 P. M. Credit, 2 semester hours.

Elementary Courses in French and Spanish.

See schedule of courses. Professor Pimienta.

Professor Pimienta holds bachelor's degrees from a number of European universities, among which is the University of Madrid. He has traveled in many Spanish countries where he has also taught the Romance languages. He comes to Toledo University from the professorship of Romance languages of the University of Mexico. He has had remarkable success in teaching students to speak and read the French and Spanish languages. If you have ever desired to learn to speak and read either of these languages, now is your opportunity to do this under a master of the art of teaching foreign languages.

The course is planned for teachers who regard teaching as a profession and are desirous of increasing their professional efficiency. Credit, 2 semester hours. (Education 15).

As all of the men who are to offer the work just described are men new in the service of Toledo University, a word or two in introduction of each may be appreciated by you.

Mr. Colbert is a graduate of DePauw University who has done advanced study in sociology. He has also made several valuable social surveys and has had successful experience in the field of practical sociology. He is well prepared to be of service to teachers interested in learning more about our modern social and economic problems.

Professor Henry is a graduate of the Hyannis Massachusetts State Normal School, which is noted for its social and industrial work, a graduate of the State Normal College at Emporia, Kansas, and a graduate student in education, psychology, and history at Cornell and Columbia Universities. He has had successful teaching and supervising experience which has included experience as grammar school teacher, grammar school principal and chief assistant in the open air department of the Ethical Culture School. He has not only taken courses offered by Professor Frank McMurry at Teachers College, but has successfully incorporated in his own work the principles of teaching children to study.

Professor Stowe is a graduate of Northwestern University, a Master of Arts of Northwestern and Harvard Universities (education, philosophy and psychology) and a Doctor of Philosophy of Columbia University (education, philosophy and psychology). He has had successful practical experience in teaching and in training and supervising teachers. This experience includes experience as principal of grade schools, supervisor of practice teaching in training schools connected with Massachusetts and Wisconsin State Normal Schools, Professor of Education in Kansas and Michigan State Normal Colleges and in DePauw University, Direcor of Secondary Education in DePauw University, and Educational Investigator in the Bureau of Municipal Research of New York City. Professor Stowe in all his work aims to discuss the real vital

problems which confront the teacher in the daily work of the classroom.

As changes have been made in the regulaions concerning the fees charged by the University, I take this opportunity of calling your attention to one change in which you will be interested. In the future teachers will be charged only an enrollment fee of one dollar per semester hour of credit. If the course is successfully completed that semester, the fee is to be returned to the teacher, virtually making the work absolutely free.

You will find the work both enjoyable and profitable. The aim of the instructors is not to drive you in work of little value to you, but to be of genuine service to you in your endeavor to solve problems of vital significance to you in your efforts to increase your teaching efficiency. I hope that we shall have opportunities to be of service to you.

Wishing you a successful year in your work, I am

Cordially yours,

A. MONROE STOWE,

Dean of the Municipal College of Arts and Sciences.

MUNICIPAL COLLEGE OF ARTS AND SCIENCES
TOLEDO UNIVERSITY

Corner of Eleventh and Illinois
Schedule of Courses of Interest to Teachers
First Semester, 1914-1915

Modern Educational Problems, Mondays, from 4 to 5:30 P. M., Room 4. First meeting of class, **Monday, Oct. 5, 1914.**

Modern Social Problems, Tuesday, from 4 to 5:30 P. M. Room 4. First meeting of class, **Tuesday, Oct. 6, 1914.**

Teaching Pupils How to Study, Wednesdays, from 4 to 5:30 P. M. Room 4. First meeting of class, **Wednesday, Sept. 30, 1914.**

Modern Economic Problems, Thursday from 4 to 5:30 P. M. Room 4. First meeting of class, **Thursday, Oct. 1, 1914.**

Modern European History, Fridays from 4 to 5:30 P. M. Room 4. First meeting of class, **Friday, Oct. 2, 1914.**

Educational Magazine Club, Saturdays, from 9 to 9:50 A. M. Room 4. First meeting of club, **Saturday, Oct. 3, 1914.**

Increasing Teaching Efficiency, Saturdays, 10 to 11:30 A. M. Room 4. First meeting of class, **Saturday, Oct. 3, 1914.**

Fill out, sign, and send enclosed postal card to Dean Stowe who will see to it for you that you are properly enrolled in the courses you have decided to take. It will not then be necessary for you to come to the University Building until the first meetings of the classes in which you are enrolled.

THE COLLEGE OF INDUSTRIAL SCIENCE of TOLEDO UNIVERSITY offers the first two years of work in Civil, Mechanical, Electrical and Metallurgical Engineering. These courses are as good as any offered anywhere. There is no need of any young man leaving the city to get this work.

The evening courses offered by the COLLEGE OF INDUSTRIAL SCIENCE OF TOLEDO UNIVERSITY follow along the lines of the work of Carnegie Institute in Pittsburgh and of Cooper Union in New York. Courses for draughtsmen, computers, machinists, printers, painters, steam engineers, and electricians will be offered during the coming year and the COLLEGE OF INDUSTRIAL SCIENCE is ready to give any technical or scientific course for which a need exists in Toledo.

For a detailed description of the work of the COLLEGE OF INDUSTRIAL SCIENCE OF TOLEDO UNIVERSITY see the next issue of the TOLEDO UNIVERSITY RECORD-HERALD.